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2015-04-17 Minutes of the Academic Senate

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Approved
Minutes of the Academic Senate
Friday, April 17, 2015; 3:00 pm
KU East Ballroom

Present: Jason Pierce, Andrew Slade, Linda Hartley, John McCombe, R. Kurt Mosser, Joe Mashburn, Carissa Krane, Leslie Picca, Laura Leming, Paul Bobrowski, Jeffrey Zhang, James Dunne, Joe Watras, Philip Anloague, John White, Elizabeth Kelsch, Aaron Altman, Ed Mykytko, Austin Hillman, Harry Gerla, Kathy Webb, Emily Hicks, Sean Gallivan, Angela Busby-Blackburn, Dominic Sanfilippo, Paul Benson

Guests: Cilla Shindell, Deb Bickford, Anne Crecelius, Ann Biswas, Patrick Donnelly, Joan Plungis, Katie Kinnucan-Welsch, Troy Washington, Larry Smith, Carolyn Phelps, Thomas Skill, Paul Vanderburgh, Mark Jacobs, Juan Santamarina, Rebecca Wells, Jeremy Forbis, Briar Smith, Corinne Daprano, Mary Grilliot, Joseph Valenzano, Heidi Gauder, Mary K. Kelly, Sawyer Hunley, David J. Wright, Deo Eustace, Caroline Merithew, Terence Lau, David Watkins

Absent: Kathleen Watters, Danielle Foust, Andrew Ewvaraye, Jasmine Lahoud, Paul Becker, Mike Brill, Ralph Frasca, Erin Malone, Kevin Kelly, Eddy Rojas, Joe Haus, Paul McGreal, Erin Brown

Opening Prayer/Meditation: Jason Pierce opened the meeting with a prayer.

Minutes: The minutes of the March 13, 2015, meeting of the Academic Senate were approved with no corrections and one abstention.

Committee Reports:

Brief committee reports were reported orally. End-of-the-year committee reports were submitted in writing and are included in **Appendix A**.

APC: E. Mykytko reported that committee discussion of undergraduate academic certificates will be continued in the fall. The 2-year review of CAP will be discussed later in the meeting.

FAC: H. Gerla reported that the committee had formalized the composition and process of the University Elections Committee. This document will be discussed later in the meeting.

SAPC: J. McCombe reported that the committee had not met since the last Academic Senate meeting. T. Skill will be leading the process to put the academic dishonesty form online.

ECAS: C. Krane provided the following report in writing of ECAS activities since the last Academic Senate meeting:

- Research Policy and Statement on Research: p. 107 of Faculty Handbook.

https://www.udayton.edu/provost/resources/docs/August_2014_UD_FacultyHandbook_Final.pdf

- Met with Sean Gallivan to discuss Academic Senate Membership: Charge and Committee
- In a follow-up meeting Sean invited ECAS members to attend a town hall meeting of FT-NTT faculty held on Thursday April 16 to discuss the Academic Senate and its role in faculty governance.

- Faculty rep on Judicial Review Committee—Incoming senator Mary Kay Kelly from SEHS Teacher Ed has agreed to take over as the Senate rep for outgoing senator John White (SEHS). The Senate would like to thank John for his service on this Committee.
- CAPC replacements— John White (SEHS), Joe Mashburn (CAS, sciences), and Joan Plungis (library) are ending their service on CAPC. ECAS approved the nomination of Heidi Gauder to replace Joan Plungis as the library rep on CAPC. The other representatives will be determined soon.
- UPCC: ECAS Letter to UPCC RE: UD Policy on the Evaluation of Academic Administrators; Full narrative of the policy endorsed by the Senate will be included as the UD policy document
- Proposal DOC 2015-01 from SEHS for change of name from Department of Educational Leadership to Department of Educational Administration was approved by ECAS April 17, using the authority as outlined in DOC 2014-04.

ECAS Ongoing Consultation:

- Evaluation of Non-Academic Administrators: Under development by the President. Draft anticipated in May 2015.
- VP for Research: Open forums planned to discuss the authority and responsibilities of the position of the VP for Research—Academic and UDRI forums.
- Honor Code Revisions: Passed by the AS on March 13, 2015. Will be effective with the publishing of the student handbook for 2015-2016. Communication flow TBD.
- Research Policy/Statement on Research: Consultation with the Senate.
- ELC: Document to be implemented effective July 1, 2015. Next steps will be to share with Deans and President's Council. Communication flow TBD.
- Academic Climate: Plan of action and response—continued consultation.
- 2-yr CAP assessment: 2 year progress report from CAPC is due to the Senate/CAP-C in Fall 2015.
- CAP-C Appointments from SEHS and Nat Sciences.

UNRC: Shauna Adams, chair, submitted the UNRC end-of-year report in writing. It can be found in **Appendix A**.

ELC: The Educational Leadership Council end-of-year report can be found in **Appendix A**.

Consultation:

UD China Institute: Paul Benson, Interim Provost, and Jason Reinoehl, Assistant Vice President, Enrollment Strategies & International Initiatives presented information about the UD China Institute in Suzhou, China. P. Benson thanked Senators for sending questions ahead of time saying they would try to cover as much as they could in the limited time today. He invited people to direct any further questions to him and J. Reinoehl after today. He indicated that the focus of UDCI has changed over time and will continue to do so. He stated that it was a smart decision to open the China Institute when we did because other universities are following suit, including Oxford which has neighboring facility. P. Benson noted a few administrative and financial issues. Weiping Wang, Executive Director, reports to the Office

of the Provost and has frequent contact with P. Benson and others across campus. The Institute's budget is covered by its own activities and has been "in the black" from early on. Oversight of the Institute is provided by the Board of Trustees via the Office of the Provost. The recent \$7 million gift from Fuyao enabled the university to purchase the building housing the Institute. The for-credit courses offered at the Institute are approved through the normal university channels and all Chinese nationals teaching at the Institute have been approved by the appropriate Dean. There is not an entire academic program offered in China. P. Benson explained that Enrollment Management personnel have been very involved with the Institute from the beginning because of the significant number of Chinese students studying at UD and the increasing competition in China among American universities. He relayed a story about a bright Chinese high school student talking about his or her top three schools: Cambridge, MIT, and UD. P. Benson reiterated that the UDCI was not a single project of initiative, but a group of many opportunities for research, corporate, high schools, UD students abroad, and students from other schools. The U.S. Embassy in Beijing awarded a grant to the China Institute to establish an American Cultural Center. Former senator and now U.S. Ambassador to China, Max Baucus presented the grant in a ceremony in December.

Jason Reinoehl presented slides detailing the UDCI facility, location, and student experiences. See **Appendix B**. He talked about the collaborative venture involved in getting the enrollment which consists of US students (UD & non-UD), international students (non-Chinese), and Chinese students (currently approximately 800). Student feedback has been very positive. There is an appreciation of the wide range of course offerings and the ability to stay on-track to graduate on time. The Suzhou area is 30 minutes from Shanghai. J. Reinoehl stated that the UDCI supports Goal 4 of the university's strategic plan. He reviewed the programming model and the current programs offered at UDCI, including professional development, traditional academic programs, the BEST (Business, Engineering, Science, & Technology) program, and the Step-Into-Program (SIP). There are also opportunities for faculty, including 6 or 12 week teaching periods, research, and professional development. There are a variety of academic and non-academic resources available to faculty and students at UDCI.

J. White expressed concern that students studying Mandarin will not enroll at UD because we do not have a Chinese language program. P. Benson stated that UD has a TT line for a Chinese professor and there are plans to grow the program. D. Sanfilippo asked about expanding programs into Europe. P. Benson explained that expanding to Europe is prohibitively expensive. He stated that there are advantages in working in other parts of the world. D. Sanfilippo asked about marketing the offerings to students without using email. Opportunities for partnering with other universities in China were discussed. L. Picca asked about teaching load when a faculty member returns to campus after teaching a shortened term in China. P. Benson stated that there were some differences across units. L. Hartley asked about the relationship between UDCI and the Center for International Programs. P. Benson explained that CIP does not have to earn its budget or operate its facility.

Senate Oversight:

CAPC 2 Year Assessment Plan and Annual Report: Juan Santamarina (CAPC chair) and Sawyer Hunley (Asst. Provost for CAP) presented an overview of the progress of CAP implementation and course

approval process. Fifty-four courses were approved by April 2014. As of April 17, 2015, there were 165 courses approved with nine more expected to be approved next week. The “daylighting” process will continue as long as it is needed. S. Hunley reported that the evaluation process for the CAP two-year review will look at four areas: 1. Development and deployment of CAP courses and experiences, 2. Assessment of the student learning outcomes, 3. Faculty/Deans & Advisors Survey, and 4. Conclusions, lessons learned, and recommendations for the continuing implementation and delivery of the CAP. **See Appendix C** for more information. For a list of CAP courses, visit the [CAP Advising and Approved Course Lists](#).

Maternity Leave Annual Report: The following was submitted in writing by Pat Donnelly, Associate Provost for Faculty:

Report on Faculty Maternity Leaves, 2013-2014

Submitted by Patrick Donnelly, Associate Provost for Faculty and Administrative Affairs
December, 2014

This report describes the maternity leaves and Modified Duties Agreements (MDA) that were established for faculty using the Maternity Leave Policy for the 2013-2014 academic year. The report is in response to Senate DOC I-04-06 which sought to provide for greater communication about the Maternity Leave Policy to faculty and to examine the consistency of application across units. In order to help the University community understand the policy, the members of the Faculty Maternity Leave Panel sponsor a FES on the topic, review the Faculty Maternity Leave web site for clarity, and make themselves available for faculty and chairs for consultation. Panel members for 2014-2015 are Becky Blust (Engineering), Susan Davies (Education and Health Sciences), Jana Bennett (Arts and Sciences), Beth Schwartz (Human Resources), Lisa Rismiller (Women’s Center) and Pat Donnelly (Provost Office).

The implementation of the policy is related to two existing university policies: the University Policy on Salary Continuation and the Faculty Maternity Leave Policy. The former policy spells out the length of salary continuation for faculty with varying lengths of service at UD and the latter policy describes how salary continuation may be used with a MDA to cover faculty responsibilities during a semester-long timeframe.

Three tenure-track and one non-tenure-track faculty took maternity leaves during 2013-2014. The faculty were from four different departments in the College of Arts and Sciences or the School of Engineering. The University policy states that the tenure clock automatically stops in the case of a maternity leave unless the faculty member specifically requests otherwise. One tenure-track faculty in 2013-2014 allowed the clock to stop. Two of the three tenure-track faculty were late in the pre-tenure period and requested that the clock not be stopped.

Salary continuation was used in all four cases. Two faculty leaves were for 12 weeks of salary continuation and two leaves were for eight weeks of salary continuation. This report summarizes information from the four MDAs. The agreements vary in the nature and number of responsibilities based on the length of the Salary Continuation used, where the expected delivery date fell during the academic term, and the faculty member’s duties within the department.

In two of the cases, faculty had no direct responsibility for in-classroom instruction during their maternity leaves. In one of these cases, the faculty member was responsible for teaching an online course for part of the semester. In the other case, the faculty member had no teaching duties at all but was responsible for developing a new course preparation for a subsequent semester. In the two cases where faculty did teach in the classroom during the term, they taught for only a part of the semester that was not close to their expected delivery date.

Two of the four faculty continued their advising and/or mentoring of undergraduate or graduate student research as part of the MDAs. One of the other faculty continued to communicate with majors providing them with information about opportunities and deadlines for professional symposia, conferences and competitions.

All four MDAs contained descriptions of specific research projects and deliverables that would be prepared by the faculty. Two faculty continued to serve on one or more department committees during the semester.

P. Donnelly stated that one issue was getting the correct information into the hands of new department chairs to help facilitate the process and make sure that the policy is consistently implemented. C. Merithew asked if the policy covered lecturers in the summer. P. Donnelly stated that they would be covered if they were returning in the fall. D. Sanfilippo asked if same sex couples were covered by the policy. P. Donnelly stated that the policy applies to births by female faculty, regardless of sexual orientation. Adoptions and paternity leaves are not covered by the policy.

Information Literacy Task Force Report: Heidi Gauder, chair of the task force, presented a brief committee progress report. See **Appendix D** for slides and more information.

New Business:

Resolution on UD Committee on Elections: H. Gerla introduced the following resolution:

Resolved, that the Academic Senate recommends the Office of the Provost of the University of Dayton adopt the following documentation concerning the composition and responsibilities of the University of Dayton Committee on Elections.

Rationale: To document in writing the composition and responsibilities of the University of Dayton Committee on Elections. In addition to documenting the current responsibilities and practice of the committee, the Faculty Affairs Committee of the Academic Senate recommends that the composition of the Committee on Elections be expanded to include one member from the full-time, non-tenure track faculty.

The resolution was unanimously passed with one minor correction (26, 0, 0).

DOC 2007-05 Amendments to the Processes and Procedures of the Academic Senate: C. Krane explained the process and importance of this annual task of the Senate to keep an ongoing record of the processes, procedures, and actions of the Academic Senate. See **Appendix E** for the changes to DOC 2007-05 to be approved this year.

L. Leming moved to approve the amendments as presented and L. Hartley seconded. The motion was unanimously approved (26, 0, 0).

Recognition of Senators: C. Krane recognized the outgoing Senators, officers, executive committee members, and committee chairs and thanked them for their service. D. Sanfilippo thanked C. Krane for her service as President.

The meeting was adjourned at 4:35 pm.

Seat the 2015-2016 Academic Senate: P. Benson thanked ECAS and the officers for service during the 2014-2015 academic year. He welcomed the new Senators to the table for elections and asked everyone to introduce themselves.

ECAS and officer elections:

The following Senators will serve on the Executive Committee for the 2015-2016 academic year: Phil Anloague, Paul Benson, James Dunne, Dennis Greene, Joe Haus, Emily Hicks, Carissa Krane, Leslie Picca, Jason Pierce, Andrew Slade, Graduate Student – TBD, SGA, Dir. Of Academic Affairs – TBD.

2015-2016 Officers:

President: Carissa Krane

Vice-President: Leslie Picca

Secretary: Andrew Slade

Committee Chairs:

APC: Joe Valenzano

FAC: Caroline Merithew

SAPC: Myrna Gabbe

Respectfully submitted by E. Hicks

APPENDIX A

Report on the Activities of the Academic Policies Committee (APC) of the Academic Senate 2014-2015

Submitted by Ed Mykytka

Members: Phil Anloague, Paul Becker, Deb Bickford, Jim Dunne, Linda Hartley, Austin Hillman [spring semester], Kevin Kelly, Jasmine Lahoud, Erin Malone, Joe Mashburn, Ed Mykytka (chair), Jason Pierce, Andrew Slade, Paul Vanderburgh

Faculty Board Guests: Jason Bourgeois [fall semester], Caroline Merithew [spring semester]

The major activities of the APC this academic year involved the following:

Oversight of the Common Academic Program (CAP).

Plan for the Two-Year Evaluation of CAP. As part of its charge with respect to oversight of the Common Academic Program, the committee received a status report from Sawyer Hunley, Assistant Provost for CAP which included a draft proposal from the CAP Committee for the two-year evaluation of the CAP as mandated by Senate DOC 2010-04. Since the first year that students entered UD under the CAP requirements was Fall 2013, the evaluation is scheduled to be delivered in Fall 2015. The APC reviewed two drafts of the proposed plan and provided feedback to the CAP Committee. It was agreed that the evaluation will focus on issues of implementation and progress towards the overarching goals of the CAP and not on any possible revisions to the broader objectives and policies relating to the Program. The evaluation will likely include a faculty survey to evaluate the processes and procedures that have been evolved to implement CAP, including those related to course development, course approval, and student advising.

Appointments to CAP Committees. In addition to recommending appointments to the CAP Leadership Team, the chair of the APC also discussed the process for making replacement appointments to the CAP Committee and the CAP Leadership Team with Assistant Provost Hunley. It was agreed that (a) the appointment process should be initiated by the assistant provost in the late Spring semester to help ensure that both bodies are fully constituted to conduct business immediately in the Fall, and (b) the University Nominating & Recruiting Committee be used as needed along with consultation with the academic units and ECAS to ensure the appropriate academic areas and Senate are fully represented on these bodies, as outlined by Senate DOC 2010-04.

Academic Calendar Priorities.

Review of Existing Priorities. In response to a charge from ECAS, the committee reviewed a summary of the priorities used by the University's Calendar Committee in setting the academic calendar and which were last reviewed by the APC in 2009 prior to the introduction of the January intersession. Most of the priorities were affirmed though some suggestions for revision were made, as captured APC meeting minutes.

Faculty Survey. A major objective for reviewing the academic calendar priorities was to gather faculty input with respect to priorities for a four-week Christmas break/January intersession and a week-long Spring Break that could potentially encompass St. Patrick's Day. The committee thus developed and administered a survey to assess the faculty's perceptions of the academic value of, and their preferences for, these options and the trade-offs that might need to be made between them. The survey was conducted by the University's Business Research Group and the results were shared with the Senate, Provost's Council and University Calendar Committee in March. While opinions ran strong with respect to each option, the faculty generally preferred (55 vs. 42%) a longer intersession over a week-long

Spring Break. The Provost’s Council subsequently decided to go forward with academic calendars for 2016-17 and 2017-18 that follow the present structure of the academic calendar, with a four-week intersession, a short spring break and a two-day Easter recess.

Policy for Academic Certificate Programs.

The draft of the policy that was initiated by the APC during the 2013-14 academic year and which was intended to broaden the existing policy on graduate-level certificates (Senate DOC 2007-03) to include certificates at the undergraduate level was updated, reviewed, and shared with the Graduate Leadership Council and the academic units for review and comment. Based on the feedback received, an APC subcommittee revised the proposal to focus *only* on undergraduate certificates—leaving the existing graduate-level policy intact—and to more clearly define the characteristics of the certificate programs that would fall under the purview of the new policy. Subsequent discussion revealed that, since a distinguishing characteristic of certificates is their ability to be awarded to students independent of a degree, a better understanding of existing practices for admitting or enrolling non-degree-seeking students at the undergraduate level would be needed before the proposal could be finalized and forwarded for approval. The committee began consultation with the Offices of Enrollment Management and of Special Programs & Continuing Education, and the chair committed to develop a summary of what was learned. The chair also committed to articulate a plan for finalizing the proposal and has agreed to consult with the APC on this issue next year as needed.

Committee activities that will carry over to the 2015-16 academic year include the ongoing oversight of the CAP program and the proposal for undergraduate academic certificate

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Report to the Senate

Faculty Affairs Committee

October 17, 2014

The Faculty Affairs Committee (“FAC”) completed its task of reporting to Executive Committee of the Academic Senate (“ECAS”) on the requirements for membership on the University Nominating and Recruiting Committee (“UNRC”), and the appointing authority for members of that committee. The FAC was also charged by ECAS with developing suggestions on how the UNRC could be utilized more, and how it could be of more service to the University. The FAC answered ECAS’s questions on the membership requirements for the UNRC. The FAC also developed suggestions to improve the utilization and utility of the UNRC, and transmitted them to ECAS.

The FAC has been considering, and continues to consider the relationship between the processes and procedures in the University’s Non Discrimination Policy and the procedures specified in the bylaws of the Faculty Committees on Academic Freedom and Tenure and on Grievances. The bylaws of the two faculty committees specifically exempt claims brought under the University’s “Sexual Harassment” Policy from the purview of the committees. However, the University no longer has a separate “Sexual Harassment” Policy. Some of the provisions of that policy have now been subsumed into the much broader University Non Discrimination Policy.

The FAC has considered the issue at its last three meetings. At the FAC’s last meeting, on

October 15, 2014, the FAC discussed the issue with David Sipusic, the University’s Non Discrimination Coordinator. Consideration of reconciling policies and procedures of the University’s Non Discrimination Policy and those of the two faculty committees is continuing in the FAC.

Respectfully submitted,
Harry S. Gerla
Chair

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SAPC End-of-Year Committee Report 2014-14

In 2014-15, the SAPC primarily concerned itself with the revisions to the academic misconduct policy. The initial consultations with Student Development occurred in 2013-14, but additional consultations—which are detailed in the monthly SAPC reports—continued during the current academic year. Such consultations included the Graduate Leadership Council Executive Committee and the various Dean’s Leadership Groups across all units.

Currently, Provost Benson has tasked Dr. Tom Skill with convening a group of assistant and associate deans across the units to ensure the successful implementation of the Senate-approved academic misconduct policy—in other words to make the information accessible to all students and faculty in a timely manner. In addition, this group will help to carry out the request for a savable PDF “Incident Report Form”—one that corresponds to the various changes to the previous misconduct policy.

In 2015-16, the SAPC will accept a new charge from the Senate’s Executive Committee, and there will be the need for a new SAPC Chair, since John McCombe’s Senate term is ending in April 2015.

Respectfully submitted,

John McCombe
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Report on the Activities of the Executive Committee of the Academic Senate
2014-2015

Membership: Philip Anloague, Paul Benson, Erin Brown, E. Jim Dunne, Harry Gerla, Linda Hartley, Carissa Krane (Chair), Laura Leming, Ed Mykytka, Dominic Sanfilippo (Spring term), Kathleen Webb, Dominique Yantko (Fall term)
Guest from Faculty Board: Corinne Daprano
Summary of work conducted in 2014-2015:

- DOC-2014-11 Duties of the Parliamentarian of the Academic Senate (approved September 19, 2015)
- DOC 2014-12 Proposed Amendment to the Competencies Sections of the Bylaws of the Faculty Hearing Committee on Grievances, and the Faculty Hearing Committee on Academic Freedom and Tenure (Approved December 12, 2014)

- DOC 2012-04 Academic Honor Code Revision (Amended) (REVISED) (Approved March 16, 2012; Amendment approved October 19, 2012; Revised and approved March 13, 2015)
- Special Resolution--Support of Efforts to Raise Consciousness Against Racism (December 12, 2014)
- Special Resolution—The composition and responsibilities of the University of Dayton Committee on Elections (April 17, 2015)
- Amendment to Processes and Procedures of the Academic Senate (DOC 2007-05)

Consultation: Special projects

- A Class Scheduling Task Force, co-Chaired by ECAS members Linda Hartley and Philip Anloague, was formed by the Interim Provost to examine academic and safety issues related to transit to and from Fitz Hall. A final task force report was delivered to the Academic Senate.

Consultation:

- Co-hosted (with Faculty Board) a meeting with VP for HR and Benefits manager to discuss the Health Care Policy resolutions passed by the Senate.
- Consulted on administrative appointments for the Interim Provost and Interim Dean of the College of Arts and Sciences.
- The UNRC, chaired by ECAS member Emily Hicks was used to recruit and identify faculty willing to serve on search committees for: VP for Finance; Presidential Search Committee; Dean, College of Arts and Sciences; Dean, School of Law.
- Met with all of the candidates for the VP for Finance, Dean of the College of Arts and Sciences, Dean of the School of Law and Associate Provost for Administrative and Faculty Affairs.
- Met with Isaacson/Miller, the Presidential Search Firm during the firm's visit to campus at the start of the search.
- Consulted on an initial draft Statement on Research in preparation for review and approval. ECAS provided general comments and recommendations, in anticipation of a revised document for full review by the Senate.
- Consulted on the dissemination and presentation of the Academic Climate Survey Results; Participated in the Open Sessions.
- Consulted on, and provided comment on a revised Strategic Plan.
- Recruited and approved membership of the UNRC.
- Recruited and approved representation on the HRAC.
- Approved several appointments to CAP-C.
- Formed an Information Literacy Task Force charge and recruited membership to this committee.
- Met with Bro. Tom Giardino to discuss AMU Initiatives: Bro. Tom Giardino, Executive Director of the Association of Marianist Universities.
- Met with Paul Vanderburgh, Fr. François Rossier (Executive Director of Marian Library-International Marianist Research Institute), Fred Jenkins (Associate Dean, University Libraries) preliminary information about the possibility of offering a PhD in Marian Studies from the International Marian Research Institute (IMRI). The PDP is in development, to return to the Senate for approval.
- Met with FT-NTT faculty to discuss Academic Senate membership and representation; members of ECAS also attended a town hall meeting of the NTT faculty to discuss this topic.

Senate Officer actions on behalf of the Senate/ECAS:

- The President of the Senate met twice with the Chair of the Board of Trustees, Steve Cobb.
- The President of the Senate attended the open sessions of the May and September 2014 Board of Trustees meetings, and attended the full first day of the January Board of Trustees meeting held in Washington DC.

- The Senate President represented the Senate/ECAS on the UPCC, Provost Council, and President’s Council.
- The Senate President and Vice President met with President Curran and Interim Provost Benson to discuss and review initial report on the Academic Climate Survey results, and made recommendations about the reporting mechanisms.

Ongoing Issues:

- Evaluation of Non-Academic Administrators: Under development by the President. Draft anticipated in May 2015.
- Faculty Titles/Clinical Faculty.
- VP for Research: Consultation on process for appointment and position description.
- Honor Code Revisions: Confirm communication flow and inclusion in the 2015-2016 Student Handbook.
- Research Policy/Statement on Research: Continue to pursue consultation with the full Senate.
- ELC: Document to be implemented effective July 1, 2015.
- Academic Climate: Plan of action and response—continued consultation.
- 2-yr CAP assessment: 2 year progress report from CAPC is due to the Senate/CAP-C in Fall 2015.
- Information Literacy Task Force Report: Due Fall, 2015.
- Undergraduate Certificate Policy: Continued work by APC.
- Academic Senate Membership/change in the Constitution.

*Note: 2014-2015 Year-End Reports from the ELC, UNRC, CAP-C, and HRAC are included as part of the appendices to the minutes of the April 17, 2015 Senate Meeting.

Respectfully submitted,

Carissa Krane

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University Nominating and Recruitment Committee

END OF YEAR REPORT

Submitted to the University of Dayton Academic Senate

April 15, 2015

The 2014-15 academic year began with Emily Hicks continuing to serve as the sole member of the University Nominating and Recruitment Committee (UNRC). From August 2014 to January 2015, six requests for nominations were submitted with all but one resulting in the submission of nominees as requested. More information about the nature of the requests for nominations can be found in the *Calls for Nominations Report* submitted as a support document for this end of the year report.

In January 2015, a five-member committee was appointed with Shauna Adams (chair) and Jason Bourgeois (secretary) serving three-year terms; Omer Bilgen and Angela Busby-Blackburn serving two-year terms; and Terrance Lau and Andrew Slade serving 1-year terms. The new committee met with

Emily Hicks in January 2015 to review the work of the committee including the *UNRC Bylaws*. Emily provided recommendations for tasks to be completed which included revising the *UNRC Bylaws* and developing a nomination request form.

In the months of February and March, the committee worked to revise the *UNRC Bylaws* to better reflect practices that have been shown to be both efficient and effective. In an effort to standardize and streamline the nomination process, the committee developed a *UNRC Nomination Request Form* based on the recommendations provided by Emily Hicks.

The revised *UNRC Bylaws* and *UNRC Nomination Request Form* are included as support documents with this report.

Respectfully submitted,



Shauna M. Adams, Ed.D.
Chair, University Nominating and Recruiting Committee
Associate Professor- Teacher Education
Executive Director, Center for Early Learning

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Educational Leadership Council
End-of-Year Report
AY 2014-2015

The ELC met on the following dates: June 2, 2014, July 29, 2014, August 25, 2014, September 22, 2014, November 17, 2014, December 15, 2014, January 21, 2015, February 16, 2015, and March 16, 2015

The Educational Leadership Council continues to pursue the development of efficient mechanisms of meaningful and effective consultation and engage in in-depth discussions of strategic planning related to the academic mission of the University.

Summary of topics/issues discussed:

- Development and approval of ELC Statement of Purpose and Procedures
- 2015 health care benefits (Joyce Carter & Beth Schwartz)
- Academic climate survey
- University of Dayton Research Institute (Mickey McCabe)
- Resources for Research Support and Assistance for Faculty
- Title IX survey
- UD Advancement & Development (David Harper, Chris Morrison)
- Debriefing sessions after Board of Trustees meetings
- Revised Strategic Planning document
- University Financial update (Andy Horner)

- Facilities/Master Plan Update (Beth Keyes)
- Policy for Review of Administrators

Respectfully submitted by:

Emily Hicks

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University of Dayton Human Resources Advisory Council Annual Report to ECAS

August

- YTD claims data (through July) report shows claims slightly down. This trend makes budget predictions difficult. No response from Anthem regarding month-to-month peaks.
- Additional feedback on Senate resolutions from the Council. Most of the employees (80%) preferred a tiered premium scale and were generally in favor of discontinuing GA healthcare.
- A benefits presentation, email, and a survey developed by University Marketing to poll/educate the campus members on health care premium structures were shared. The HRAC provided feedback to the University Marketing staff members for editing prior to the campus electronic mailing. The HRAC requested review of the results from the feedback shared with faculty and staff before the open enrollment begins in October.

September

- Health Risk Assessment: Response rate was reported to be low. Request was made for HRAC to communicate HRA benefits to their constituents.
- Online Feedback Results: Over 900 responses demonstrate that the majority favored the tiered premium structures. It was noted that other health care plan options were presented and there was some dissention with these plans and the council questioned the equity concerns with the tiered plans. It was stated that healthcare benefits were moving in a better equity direction with the tiered plan rather than all employees paying the same premium and that an additional difficulty with a percent of salary is the complexity of collecting the necessary total contributions from employees. It was noted that the tiers would be reviewed annually.
- Healthstat Presentation to HRAC on 9/2/14. HealthStat is a provider of onsite primary care, health-risk intervention, chronic care management and occupational medicine. The overall response was good with an increased understanding of the purpose of HRAs. Feedback was received from the council and taken into consideration.
- Veterans Disability Survey Update. The Office of Federal Contract Compliance Programs (OFCCP) requires that the University survey employees to determine veterans and disabled status of employees on campus. 290 employees responded to the veteran survey, there were 70 vets that responded. 493 responded to the disability survey, there were 69 that responded as disabled, 413 not disabled and 11 did not respond to the survey. It was noted that we did not reach the 8% benchmark goal for veterans nor did we meet the 7% benchmark goal for disabled employees. It was stated that this is a voluntary survey at this time and there are no penalties for not meeting benchmarks.

October

- HRA Update: It was reported that approximately 1100 employees participated in the Health Risk Assessments this year. Flu shot participation increased this year to 1000 participants. November 28 is the deadline for employees to participate in an offsite HRA and receive the premium discount. 2015 open enrollment procedures were discussed.
- High Deductible Health Care Plan (HDHCP) and Health Savings Account (HSA) Presentation. The purposes and utilization of these plans were presented and discussed and feedback was provided. Formation of HDHCP Task Force was discussed. Their charge is to gather information related to the HDHCP option and report to the council
- It was reported that a process to review the HR Strategic plan was in place. The aim is to ensure that the HR Strategic Plan is in alignment with the UD strategic plan, vision, mission, values and beliefs. The revised plan will include metrics and timelines

November

- Teachers Insurance and Annuity Association – College Retirement Equities Fund (TIAA-CREF). Reps from TIAA-CREF presented and overview of their organization and discussed plans and services available to the university.
- Beginning in January 2015, Liberty Mutual will offer University employees a 10% discount on auto and homeowners insurance.
- Hay Process changes and updates were presented by Tony Linz.
- Medical claims update shows continued fluctuation with the big dips coinciding with rebates from stop loss claims. The chart depicts the claims expense, and is not inclusive of the administrative costs. Since January, the number of insured employees, the number of claims, and the dollar amount of claims has risen. Most of our employees never hit their deductibles.
- The consideration of a Healthstat wellness clinic was discussed.
- HDHCP Task force was constituted to include: Randy Allison, Emily Hicks, Cari Wallace, Troy Washington, and Tom Westendorf.

January

- Anthem BlueCross BlueShield, presented on wellness initiatives that could impact the University's high claims experience. UD's average age demographic, when compared with the Anthem benchmark, is considerably higher. UD's 2014 paid medical and pharmaceutical claims data trended at 23.6% higher than 2013. UD also experienced an inordinate number of high claims in 2014; 41 claims exceeded \$75,000, for a total of \$7.8 million in expenses. Anthem reported higher emergency room utilization than their benchmark. Strategies for improved communication regarding underutilized services were identified.
- Picnic Survey. Of the 500 Respondents, 51 % Employees preferred the picnic provided during the week day, during the lunch hour, with employee participation only. 27% Employees preferred a tailgate party with a football game. 19% Employees preferred a Saturday family inclusive event.
- Enrollment Update: There was a migration of employees to the core plan but not quite as many as expected. More than 82% of our employees selected the core plan, while 18% enrolled in advantage.
- Medical Claims Update shows that in 2014, the claims exhibited increases, in part, because of the unusual number of high claims.
- 2015-16 Holiday Schedule was discussed.

February

- Phishing email warning was discussed.
- New VP for Finance and Administrative Services, Andy Horner, was introduced and welcomed.

- “Get up and Go UD”, a 6 week health awareness challenge was introduced. A new website, “Net Nutrition” was discussed and a testimonial on the benefits of the app “Live Health On-Line” was provided.
- Health claims update. It was reported that UD is now covering a slightly reduced number of employees and their dependents in comparison with January 2014. Claims for January were down from December, which is common at the start of the calendar year. Many employees will access medical services in the last few months of the year, as they will have met deductible and copay limits. During the early part of the year, employees are still meeting deductibles so we would expect the UD costs to be lower. Four months’ worth of medical claims experience will be needed before we can gauge trends for 2015 health care expenses.
- Anthem Data Breach. Council members were asked to notify Human Resources if they, or their coworkers, receive information from Anthem that their data was part of the data breach. It was noted that the identity protection service, AllClear, was being offered to employees and former employees who were covered by Anthem since 2004. Anthemfacts.com is the website for information related to the breach and offers a link to the AllClear registration site.
- It was reported that Long term Care insurance provider CAN will discontinue offering this type coverage and UD is looking for an alternative provider.

April

- David Sipusic, Title IX/504 Coordinator and Equity Compliance Officer for the University, briefed the Council on the results from the recent climate survey facilitated by ModernThink. The results were released to the campus community on April 10th and published on a secure website. The six sections to the climate survey included: General climate, University perception overall, Sexual result reporting, Knowledge and training, Climate of trust, Policy familiarity. Overall the scores were “very good to excellent” with the exception of the University perception overall and the policy familiarity section which ranked at the “good to very good” level. Each section was grouped by student, staff and faculty. The student and staff groups were generally more favorable than faculty results. David intends to focus on faculty by connecting with them at faculty events. David expects improved results with continued training and education. This plan was presented.
- Health claims update. Monthly fluctuations were present even out with predictions and 2014 trends. The University has three members that have reached the stop loss limit of \$250,000, so lowering the stop loss limit and adding prescriptions to the stop loss insurance has evened out the expenses of the increased premiums paid to Anthem. The council stated that HR should launch a marketing campaign to raise awareness informing members that they can shop around for procedures, prescriptions, and facilities to reduce expenses. This best practice not only saves employees out of pocket costs but contributes to the university health care plan savings
- HDHCP task force update. It was reported that McGohan Brabender worked on modeling a financial analysis for the task force members to better assess the impact an HSA plan would have on individual’s health care plan. It was noted that the individual financial impact was quite revealing in terms of fluctuation for personal expenses. The task force has a general concern with the offering of this type of plan in comparison with what we currently are offering to our employees. It was mentioned that the impact for a moderate user could change drastically with this type of plan nor would they benefit from this type of plan. The plan would be beneficial to those who are not high utilizers of health care. The task force still cannot assess if the plan is practical or favorable but does feel that further investigation is warranted. The task force was asked if there could be considerations for emergency funding to assist new employees or

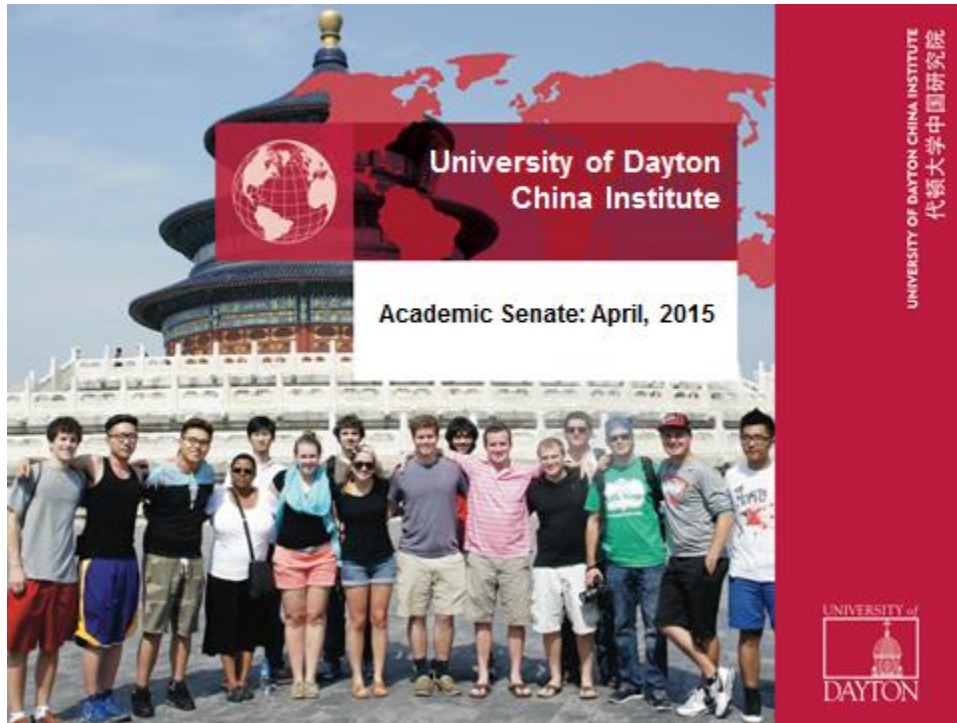
employees without accumulated savings that could be financially hit during the first year of plan implementation. They proposed that both a traditional plan such as the Core and an HDHCP would be offered initially.

- The future direction of the HRAC was discussed.

Respectfully submitted by:

Phil Anloague

APPENDIX B



AGENDA

- 1) Recent News
- 2) Student Feedback
- 3) Suzhou
- 4) China Institute Programming Model
- 5) Faculty Opportunities & Resources
- 6) Q&A

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Recent News



A Generous Gift

It's a gift that's going around the world. Fuyao Glass America Inc. and the University of Dayton announced Friday, Jan. 9, that the company has made a \$7 million gift to support the University of Dayton China Institute.



American Culture in China

The U.S. Embassy in Beijing has awarded a grant to the University of Dayton China Institute in Suzhou Industrial Park to establish an American Cultural Center. Former senator and now U.S. Ambassador to China, Max Baucus presented the grant in a ceremony in December.

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EYE OPENING BROADENED HORIZONS
CAREER BUILDING NOTHING LIKE WHAT YOU EXPECT
CLOSE RELATIONSHIPS CROSS COLLABORATION
WANTS TO EXCEL CHINA IS TOO FOREIGN
DIFFERENT IN A GOOD WAY IMPROVED AS A PERSON **GLOBAL**
SAFE CHALLENGING IMPRESSIVE INVOLVED
RIGOROUS EAGER TO LEARN AND EXPERIENCE
WELCOMING INTENSE SURPRISING

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Student Testimonials

Overall Experience

"Traveling half way around the world is a bold move for a 19 year old college student. Upon arrival, China welcomed me with open arms. My home in America may be 7,327 miles from where I am staying in China, but it feels like I am not that far away. I have a home in Suzhou and I feel pride when I get the opportunity to tell people about my adventures in China."

"My favorite experience during my time at the China Institute was meeting new and different people from different cultures around the world."

"The China Institute is definitely a different experience compared to being at the home institution. The cultural differences of living in China, Suzhou Industrial Park, and people were an once-in-a-lifetime."

"The professors on the trip really loved their subjects and wanted to teach the students. The professors were interested in traveling and exploring as much as the students were."

"This program is the best program I have been to so far. The China Institute has a very helpful and friendly staff."

"It easily is the best experience of my life."

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Academic Senate
Meeting



Student Testimonials

Spending Chinese New Year with Local Host Families

"We were all a part of a Chinese family, and we made lifelong connections. So, whenever someone tells you that the Chinese are hospitable beyond comprehension, believe them. This week that I spent with my host family left me feeling the way would have if I had visited my family back home; loved, cared for, and full of home cooked meals."

"Spring Festival isn't about the fancy outings or extravagant gifts. It's about being happy... I felt more in touch with my own story while I created a new one with some kind-hearted people that I lived with in the heart of Suzhou."

"When my stay with my host family was finally up... I admit that I was quite sad to have to say goodbye. The time spent was filled with happiness, adventure, fun and lots of family time. Not only did they take me in and show me the traditions and culture of China, but they took it a step further and treated me like a member of their family."

"I left with an array of new friends, findings, and a broadened open mind. Spring Festival was but a stepping stone in my paths of friends, experiences... and a lifelong connection from the culture, advice, and hospitality."

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Meeting



SUZHOU



SUZHOU INDUSTRIAL PARK (SIP)

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**Globalization is
More Than
Just a Topic of
Conversation**

China Institute

- Established to advance global learning as a hallmark of UD education.
- Located 75 miles from Shanghai in the ultramodern Higher Education District of Suzhou.
- Created to enhance goal 4 of UD's strategic plan.

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THE FIVE COMMON GOALS
STRATEGIC PLANFIVE STRATEGIC
GOALS**Transformative Education**

- Educate for transformation and prepare a new generation of servant-leaders

**Outstanding Scholarship**

- Cultivate outstanding scholarship, research and artistic creation

**Marianist Identity**

- Strengthen and promote the university's distinctive Catholic and Marianist identity

**International Engagement**

- Advance international and intercultural citizenship and engagement

**Responsible Stewardship**

- Practice responsible stewardship

GOAL 4 – International Engagement

Advance International and Intercultural Citizenship and Engagement.

**Strategic Initiative 4:1**

Cultivate a richly varied and engaging environment in which international and intercultural citizenship will flourish across the University.

Strategic Initiative 4:2

Expand and strengthen relationships between the University of Dayton and regional institutions, focusing on opportunities for intercultural dialogue, research, economic development, and positive contributions to the vitality of the University's broader community.

Strategic Initiative 4:3

Internationalize the curriculum through the enhancement of courses and programs already engaged in international topics, by introducing international elements in appropriate existing courses that do not currently focus on international issues, and develop new courses specifically to address such issues.

Strategic Initiative 4:4

Increase the diversity of the University of Dayton student body, faculty and staff.

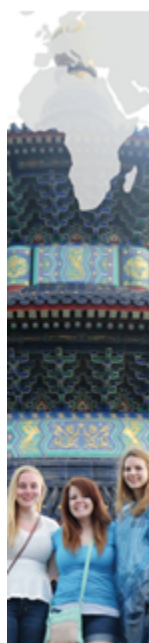
OVERVIEW OF SUZHOU



OVERVIEW OF SUZHOU, cont'd



- ❖ A city with more than 2,500 years of history
- ❖ Established in 514 B.C.
- ❖ Located in the Yangtze River Delta region with a total area of 3277 sq. miles
- ❖ Suzhou population of more than 10 million people



SUZHOU INDUSTRIAL PARK (SIP)

It's China's Silicon Valley.

- An internationally competitive 111-square-mile high-tech research and education park nestled in a modern urban development next to Jinji Lake.
- Includes 25 universities (UCLA, Liverpool, Skema (France), Oxford, Monash (Australia), National University (Singapore) and many Chinese institutions) from around the world in addition to over 90 of the world's Fortune 500 companies.
- Features over 70 miles of paved trails through 15 beautiful, large-scale city parks and an uncountable number of small, local parks.
- Safe and secure environment with a crime rate of less than 0.004%.*
- Largest economic and technological joint venture between China and Singapore.

*Based on population of 77,000 students and faculty/staff residing in the Higher Education District.



SIP 20-Years Ago (1994)



SIP Now (2014)

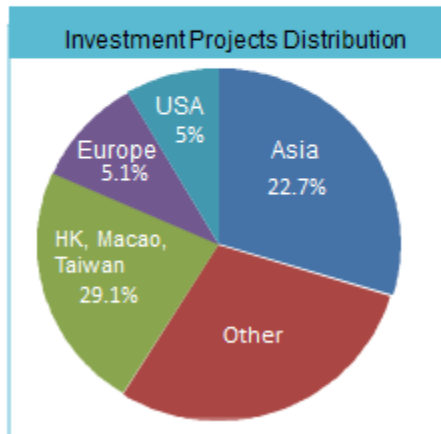


Suzhou Industrial Park (SIP)



SIP INFORMATION – INDUSTRIAL DEVELOPMENT

Foreign Direct Investment – Jan, 2014

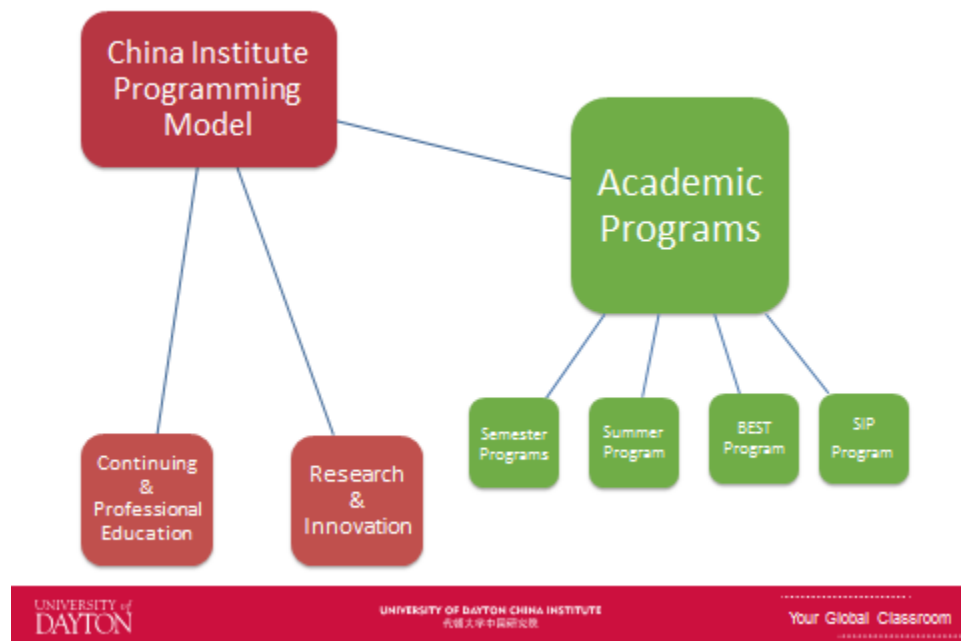


Foreign Enterprises
5,000

Accumulated
Utilized Foreign Capital
USD 24.7 billion

SIP INFORMATION – CORPORATIONS





Semester and Summer Academic Programs

Traditional academic programs offered in six-week and/or twelve-week sessions throughout the year. UD courses in a wide range of subject areas are offered. Programs are designed to serve college sophomores and juniors.

Business, Engineering, Science & Technology (BEST)*

A blend of academic and hands-on learning centered around business, engineering, science and technology. Offered in spring, summer or fall terms. Available to both high school graduates and college students from anywhere in the world, including the United States. Offered in Dayton (summer), Suzhou (year round) or Rome (launching, summer 2016) or a combination of multiple sites. Students who complete the program often enroll at UD as undergraduates.

Step Into Program (SIP)*

SIP provides a jump-start to a American education to Chinese students in the comfort and convenience of China. SIP provides non-native English speakers an opportunity to receive English training at the China Institute campus. This environment allows students to integrate, through co-curricular activities, with other students participating in BEST and academic programs. Many of these students will enter a BEST program or UD academic program upon completion.

**All UD academic credit is delivered through UD-approved courses.*

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FACULTY OPPORTUNITIES & RESOURCES

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OPPORTUNITIES FOR FACULTY

- ❖ **Teaching**
 - 6 or 12 week assignment
- ❖ **Research**
 - Partnership institution faculty;
corporate research
 - American Culture Center
- ❖ **Professional Development**
 - CETRASE Conference, July 2015

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WORLD-CLASS FACILITIES

- A 68,000 square-foot academic building featuring state-of-the-art classrooms, science and engineering laboratories, project spaces, conference rooms and offices.
- Features five floors:
 - ❖ Reception & Innovation Center
 - ❖ Classrooms
 - ❖ History and Heritage Center (American Cultural Center Grant)
 - ❖ Administrative Offices
 - ❖ Conference Center
 - ❖ Research Laboratories

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On-Site Support

- Student Honor Code
- Tutoring (Remote)
- Disability and Assistive Support
- Academic Advising
- Counseling Services

Other Resources

- Wireless Internet / Isidore
- Printing and Photocopying
- State-of-the-art offices, seminar spaces, laboratories, reading room and ping pong table
- Offices, vending machine, lounge
- Dushu Lake Library

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Pre-Departure Support

➤ Travel and Logistical Arrangements

- ❖ Airfare
- ❖ Passport and Visa Processing
- ❖ Special Arrangements
- ❖ Salary and Meal Per Diem

➤ Faculty Information Sessions

- ❖ Course and Excursion Schedules
- ❖ Safety Procedures
- ❖ Personal Property and Textbooks
- ❖ Communication and Cell Phones
- ❖ Compensation and Banking
- ❖ Travel Preparation

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FACULTY ACCOMMODATIONS

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Faculty Parfait International R&D Apartments

> Amenities

- One-bedroom apartments with bathroom, kitchen, and sitting room
- Secure entry and key card access
- Central heating/air conditioning
- Wireless internet access
- Television
- Fridge and microwave oven
- Washing machine
- 24-hour hot water service

- > Easy access to the China Institute, local transportation (bus, taxi, bicycle), paved trails, night life, grocery stores, print shops, retail shops, cell phone providers, gym, and library.

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Faculty Apartments in Relation to UDCI



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Q & A

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APPENDIX C

CAPC Update for Senate 4/17/15

I. Three Major areas of work from 2011-Present:

1. Process (CIM and Procedures)
2. Interpretation and Application of CAP Document (Course Proposal Review Guidelines)
3. Course Approval

II. 2015/16: Two Year CAP Evaluation

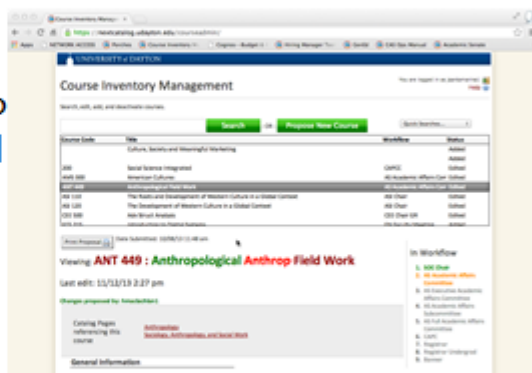
III. Questions and Comments?

Juan Santamarina and Sawyer Hunley

I. Major Areas of Work: Process-CIM

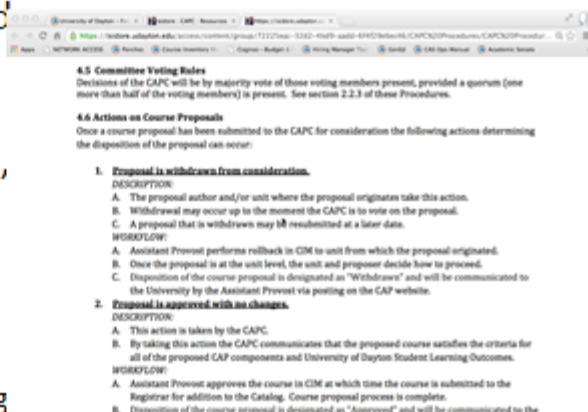
- **Goal:** A single online Course Proposal Form used for **all** courses across all units for both CAP and non-CAP courses and that could be used to do curricular assessment.

- **Result:** CIM online form working properly from inception; stylistic revisions made in the past year making use and formatting easier.



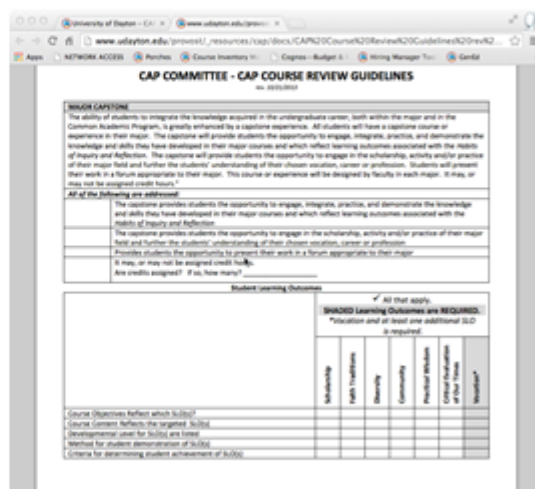
Major Areas of Work: Process-Procedures

- **Goal:** Procedures sufficiently detailed to guide CAPC processes, ensure broad consultation, and be sufficiently flexible to endure over time
 - **Result:** CAPC Procedures working well. No revisions being considered.



Major Areas of Work: Interpretation & Application

- **Goal:** Develop a series of "guidelines" for course approval based on careful interpretation of the CAP document.
 - **Result:** Course Review Guidelines on CAP website used by proposal authors. Now considering revisions based on this year's experiences in using them.



Major Areas of Work: Course Approval

- Course Approval Process working well
 - CAPC meets weekly to review courses for CAP approval after unit reviews. Tremendous volume of work even now that systems and processes are in place.
 - Faculty developing courses and faculty reviewing them on the CAPC committee are learning a great deal from each other.
 - Faculty proposing courses have continued to assist the committee in learning how to streamline the review process through conversation and real time feedback.

Major Areas of Work: Course Approval

- As of April 2014 there were 54 courses approved (our last report to the committee)
- As of today there are 165 courses approved and we expect another 9 to be approved next week (our last meeting of the year) for a total of 174 courses since inception.
- “Daylighting” of courses not yet revised and submitted for approval will continue through next academic year to ease transition.

II. 2015/16: Two Year CAP Evaluation

- As required by CAP Senate document and in consultation with APC the CAPC is planning a review of CAP implementation in this coming academic year (2015/16). FOCUS IS:
 1. Development and deployment of CAP courses and experiences
 2. Assessment of the student learning outcomes
 3. Faculty/Deans & Advisors Survey
 4. Conclusions, lessons learned, and recommendations for the continuing implementation and delivery of the CAP

2015/16: Two Year CAP Evaluation

- Review will focus on 4 elements:
 1. Development and deployment of CAP courses and experiences
 - a. Processes (e.g., transition, and ongoing)
 - b. Number of courses developed and approved (e.g., per components, student learning outcomes, and developmental levels)
 - c. Supply and demand for courses

2015/16: Two Year CAP Evaluation

- Review will focus on 4 elements:

2. Assessment of the student learning outcomes.

The emphasis here will naturally be on the early elements of CAP that we will have had experience with for several semesters, e.g., Humanities Commons courses, Oral Communication, Second-Year Writing, and the Social Science course.

- a. Processes
- b. Data – student data from assessment pilots, Humanities Commons, CMM 100 and other courses
- c. Faculty reflections – provided as part of the assessment pilots

2015/16: Two Year CAP Evaluation

- Review will focus on 4 elements:

3. Faculty/Deans & Advisors Survey

The focus of the survey will be to solicit reactions to the various implementation processes and procedures, including facilitation of course development, course approval, and student advising, and also suggestions for improvement. Richard Stock has agreed to conduct the survey in Fall 2015.

2015/16: Two Year CAP Evaluation

- Review will focus on 4 elements:

4. Conclusions, lessons learned, and recommendations for the continuing implementation and delivery of the CAP.

Based on qualitative feedback gathered in the last two years from proposal authors, Dean's offices, Chairs, Advisors, and others.

III. Questions and Comments?

The screenshot shows the University of Dayton's Common Academic Program (CAP) website. The header features the university's name and a blue banner with the text "UNIVERSITY OF DAYTON - COMMON ACADEMIC PROGRAM". The left sidebar contains a navigation menu with links to the Provost's Office, About the Provost's Office, Faculty and Administrative Affairs, Academic Affairs and Learning Initiatives (AALI), and the Common Academic Program (CAP). The main content area is titled "Common Academic Program (CAP)" and includes a "Welcome" message. The welcome message states that the CAP is a curricular innovation that impacts undergraduate students at the University of Dayton beginning in Fall 2013. It also mentions that the CAP's distinctive structure is built on the notion that all students will have unique experiences at UD and that all academic programs and services are informed by the learning goals articulated in The Habits of Inquiry and Reflection (HIR). The CAP is described as an evolving, flexible curriculum that is responsive to the changing times while remaining grounded in the Hill principles and Catholic and Marianist intellectual traditions. Both curricular and co-curricular aspects of student life at the University of Dayton resonate with the seven learning goals. Below the welcome message is a "RELATED LINKS" section with two links: "CAP Information for Students" and "CAP Faculty Development". A "SELECT LANGUAGE" button is visible on the right side of the page.

University of Dayton - Common Academic Program - University of Dayton, Ohio

UNIVERSITY OF DAYTON - COMMON ACADEMIC PROGRAM

Provost's Office

About the Provost's Office

Faculty and Administrative Affairs

Academic Affairs and Learning Initiatives (AALI)

Common Academic Program (CAP)

CAP for Students

CAP Advising and Approved Course Lists

Common Academic Program (CAP)

Welcome.

The Common Academic Program (CAP) is a curricular innovation that impacts the undergraduate students at the University of Dayton beginning in Fall 2013.

The CAP's distinctive structure is built on the notion that all students will have unique experiences at UD and that all academic programs and services are informed by the learning goals articulated in The Habits of Inquiry and Reflection (HIR).

CAP is an evolving, flexible curriculum that is responsive to the changing times while remaining grounded in the Hill principles and Catholic and Marianist intellectual traditions. Both curricular and co-curricular aspects of student life at the University of Dayton resonate with the seven learning goals.

RELATED LINKS

CAP Information for Students

CAP Faculty Development

SELECT LANGUAGE

APPENDIX D

Information Literacy Task Force



REPORT TO ACADEMIC SENATE
APRIL 17, 2015

Background



- 1999: Academic Senate created “University General and Graduation Competency Program”
 - 4 competencies: Information literacy, Quantitative reasoning, Reading & writing, and Oral communication
- Information literacy competency outlined 2 levels of skill development: general & graduation
 - General level: Roesch Library & English Dept collaboration
 - Graduation level: Each department responsible for defining competencies

Current Landscape



- Common Academic Program: specific courses include Quantitative reasoning, Reading & writing and Oral communication outcomes, but less articulated for information literacy
- Information Literacy Taskforce: charged with making recommendations to ensure the intentional incorporation and assessment of information literacy throughout the undergraduate curriculum.

Task



- *Make recommendations on Information Literacy learning outcomes that are already included in the undergraduate curriculum.*
- UPDATE: Begin to identify existing structures within CAP curriculum that help deliver information literacy outcomes
 - × Online information literacy tutorials & assessments at foundational level—ENG200H/ENG200, CMM100 and HST103 (beta)
 - × SSC200 contains information literacy as course outcome
- NEXT: continue work on identifying existing information literacy outcomes with the CAP curriculum

Task



- *Make recommendations on Information Literacy objectives within the CAP curriculum, and within the major discipline, with a focus on research skills and critical evaluation and usage of information.*
- NEXT: Survey department chairs about discipline-specific information literacy skills
 - Seek to understand information literacy skills needed by discipline
 - More encompassing than existing structures at foundational level

Task



- *Make recommendations on an assessment plan for evaluating student information literacy proficiency at beginning, middle and advanced levels.*

APPENDIX E

DOC 2007-05

PROPOSAL TO THE ACADEMIC SENATE

TITLE: Amendment to Processes and Procedures of the Academic Senate (DOC 2007-05)
SUBMITTED BY: Executive Committee of the Academic Senate
DATE: April 17, 2015
ACTION: Legislative Authority
REFERENCES: II.B.1
DESCRIPTION OF PROPOSAL:

The following amendment is proposed to reflect actions taken in the Senate during the 2014/2015 academic year and to update the document to reflect current practice.

The following change will be made to section I. Introduction

Information related to membership of the Academic Senate, minutes of meetings, and actions of the Academic Senate is available at: <https://www.udayton.edu/academicsenate/>
~~<http://academic.udayton.edu/senate/>~~

The following addition will be made to section II. Academic Senate

C. Procedures for calling and conducting meetings of the full Academic Senate are set out in the Constitution, Article V. The following points include some of that information as well as information on current practices related to the meetings of the Academic Senate.

- The Academic Senate must meet at least once in each of the fall and spring terms. Usually monthly meetings are scheduled. The Academic Senate meetings are scheduled for 3:00 p.m. on Fridays. Note: As a result of class time schedule changes, Academic Senate meetings will begin at 3:30 p.m. on Fridays starting in the Fall, 2015.

D. Processes and procedures for the functioning of the Academic Senate are outlined in the Constitution. In addition, the Academic Senate has made decisions about specific processes and procedures through approval of Senate documents and has developed practices in relationship to other processes and procedures. This document summarizes official decisions as well as processes and procedures that are in place as of the academic year 2014-2015.

The following changes and additions will be made to section III. Officers of the Academic Senate

The section will be changed to III. Officers and Parliamentarian of the Academic Senate

Process for the election of the officers of the Academic Senate and the specific duties of those officers are set out in the Constitution and, in the case of the Vice-President, in a document of the

Academic Senate. The duties of the Parliamentarian of the Academic Senate are not specified in the Constitution. The following also includes tasks and responsibilities that have been taken on by these officers but which are not specified in the official documents, as well as the duties of the Parliamentarian of the Academic Senate.

E. Parliamentarian–The University of Dayton Academic Senate

The Parliamentarian of the University of Dayton Academic Senate acts as an advisor to the President of the Academic Senate (or other presiding officer) at all regular and special meetings of the Academic Senate, on matters of parliamentary procedure. Matters of parliamentary procedure include issues such as the order of proceedings, the priority of motions, the timeliness of motions and debates, and the vote necessary to sustain motions. Matters of parliamentary procedure are governed by the Constitution and Processes and Procedures of the Academic Senate, and as specified in the Constitution, *Robert's Rules of Order*. The advice given by the Parliamentarian to the President of the Academic Senate or other presiding officer is provided in the form of an interpretation of a rule, opinion on a rule, or a citation to a particular rule. The Parliamentarian does not issue rulings on matters of parliamentary procedure. The President of the Academic Senate, or other presiding officer, is the only person who can issue a ruling on a matter of parliamentary procedure. The ruling of the President or other presiding officer is subject to review by the Senate through a Motion to Appeal the Decision.

A person holding the position of Parliamentarian should have a strong working knowledge of the provisions of the Constitution and Processes and Procedures of the Academic Senate, and of *Robert's Rules of Order*. Familiarity with the history, traditions and customs of the Academic Senate is also helpful in carrying out the duties of the Parliamentarian.

The following changes and documents will be added to section VII. Index of Actions of the Academic Senate

The Academic Senate has developed official processes and procedures on some issues and established practices on others. Senators should consult all of the documents that have come before the Academic Senate in order to understand past practice and documented practices and procedures. These are available in the university repository at: http://ecommons.udayton.edu/senate_docs/ and archived by year and number with the DOC designator (e.g., DOC 2012-07 for the seventh document created in 2012).

Added to A. Documents Related to the Function of the Academic Senate

- DOC-2014-11 Duties of the Parliamentarian of the Academic Senate (approved September 19, 2015)

Added to C. 3. Documents Related to Academic Programs, Other

- DOC 2015-01 Change of department name from Department of Educational Leadership to Department of Educational Administration (approved April 17, 2015)

Added to F. 6. Documents Related to Faculty Issues and Concerns, Other Issues

- DOC 2014-12 Proposed Amendment to the Competencies Sections of the Bylaws of the Faculty Hearing Committee on Grievances, and the Faculty Hearing Committee on Academic Freedom and Tenure (Approved December 12, 2014)

Change to G.2. Documents Related to Student Issues and Concerns, Other

- DOC-05-01 Revision of Undergraduate Standards of Conduct and Establishment of Undergraduate Honor Pledge(Originally submitted March 11, 2005; Approved April 25, 2008; **Revised March 13, 2015**)

Added to I. Special Resolutions

- Special Resolution--Documentation of the Composition and Responsibilities of the Committee on Elections (pending April 17, 2015)
- Special Resolution--Support of Efforts to Raise Consciousness Against Racism (December 12, 2014)

The following changes will be made to VIII. Appendices

Changes to B. Template for Documents

Documents will be given the following format. The Executive Committee will determine the document number, the nature of the action, and the reference when the document is submitted and will make any changes as the document is assigned and developed. Documents will be listed ~~on the Senate Web site~~ in the university repository (http://ecommons.udayton.edu/senate_docs/) and archived by year and number ~~without~~ the DOC designator (e.g., DOC 2012-07 for the seventh document created in 2012).

In conjunction with this procedural change, all DOC numbers referenced in DOC 2007-05 will be changed to reflect current practice (DOC YYYY-01) to aid searching for documents in the university repository and to prevent confusion for future Senators.